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ABSTRACT

This study examined graduate satisfaction among a sample of graduates of the School of Business and Entrepreneurship (SBE) at Nova Southeastern University. A total of 157 students who graduated between 1992 and 1995 responded to a survey that focused on demographic and background information, educational outcomes, quality indicators, computing skills, and employment and career outcomes. Nearly one-fourth of the respondents had received doctoral degrees, while three-fourths had received master's degrees. The study found that students entered SBE with a mean of 13 years of work experience, and that 73 percent had permanent residence in South Florida. Nearly 97 percent reported that they would recommend their program of study to a friend, and nearly two-thirds said that they would attend the university again if they were to pursue another degree in the future. More than 90 percent of respondents indicated that they had achieved their educational goals. Nearly one-third of respondents were dissatisfied with the availability, access, and orientation to library resources and services, and nearly one-fourth were not satisfied with access to information through technology and computers. A copy of the survey questionnaire and 10 tables of results are appended. (MDM)

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RESEARCH AND PLANNING

GRADUATES OF THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP REFLECT UPON THEIR ACADEMIC EXPERIENCES

HE 027 264

JUNE 1996

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Nova Southeastern University

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences

Blair Atherton
Director of Institutional Research

JUNE 1996

Research and Planning

Research and Planning
Report 96-06

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As with much of the work in Research and Planning, this study was the result of a team effort. I want to thank Dr. Tom MacFarland for his excellent work in designing the survey instrument, coordinating data collection, and compilation of the statistics. I am also grateful for the help of Barbara Van Allen and Brenda Mashburn in producing the final report.

EXECUTIVE SUMMARY

A survey of students that graduated from the School of Business and Entrepreneurship (SBE) between July 1, 1992, and June 30, 1995, was completed in May 1996. The primary purpose of the survey was to gather data for use in assessing a variety of administrative and academic aspects of the School's programs from the perspective of students who had successfully completed their program one to four years prior to the survey. Since the majority of students pursuing business degrees in the School of Business and Entrepreneurship attend classes in off-campus clusters, the results are also relevant to an evaluation of student satisfaction with distance learning or off-campus formats used by the School.

The survey instrument was very similar to that used to survey graduates of bachelor degree programs of the Farquhar Center and the Health Professions Division in October 1995. The survey instrument used in this study was also used to survey graduates of programs offered by the Fischler Center for the Advancement of Education, and the School of Computer and Information Sciences. Use of the same survey instrument for the broad spectrum of programs offered by these centers provides the potential for comparing results across centers, when appropriate.

The response rate from a sample of 492 graduates was 32% and comparisons of a variety of demographic characteristics of the graduate population with those of the responding sample suggest that the results are representative of all students who graduated during the four-year period studied. The relative proportions of graduates of master's versus doctoral degree programs that responded to the survey accurately reflected the proportion of current students pursuing these degrees in SBE.

More than 90% of graduates from the School of Business and Entrepreneurship reported that they were employed after graduation. The majority (73%) had permanent residence in Florida, and 45% lived in the tri-county area immediately surrounding the main campus in Davie. The study showed that 3% of SBE graduates leave Florida after graduating. Thus, Florida businesses benefit from the enhanced management skills and productivity of graduates from SBE.

The study revealed that students enter the SBE with a mean of 13 years of work experience. Consequently, they have the context of considerable prior work and life experience, as well as daily application in the work place since graduation from which to evaluate the effectiveness of their degree program. Within this context, graduates from SBE provided strong endorsements for the School's programs; 97% said that they would recommend their program to a friend, and two-thirds indicated that they would attend NSU again if they were to pursue another degree in the future.

Results of the survey provide strong evidence that graduates' academic experiences at SBE had a positive impact on their professional development and preparation for their career. For example, the study showed that more than 90% of graduates had achieved their educational goals, and

acquired the knowledge and skills needed for their career. Graduates felt that they had grown professionally and had become more productive. Moreover, graduates expressed high levels of satisfaction with the instructional methods and delivery systems used by faculty in both on- and off-campus classes.

The study also identified some possible weaknesses, especially in the area of educational support services. For example, approximately one-third of the respondents were dissatisfied with the availability, access, and orientation to library resources and services. One fourth of the respondents were not satisfied with access to information through technology, training in the use of technology, and infusion of technology into the curriculum. Approximately 30% of graduates reported few or no skills in using the Internet. This may be related to dissatisfaction in the area of technology.

In addition to the examples of key findings described above, the study provides a plethora of assessment data that should assist SBE in its overall evaluation of program effectiveness. It should also provide guidance concerning what aspects of program administration and delivery would benefit from more in-depth study.

INTRODUCTION

Background

When first chartered by the state of Florida in 1964, educational programs at Nova Southeastern University (NSU) focused exclusively on behavioral science, physical, and biological science. A federation with New York Institute of Technology began in 1970 that eventually led to the initiation of the first business programs in 1972 with a master's in business administration. A doctoral degree in business administration began in 1978. By 1980, the University's business programs had grown and expanded to the point that a Center for the Study of Administration was established to oversee and administer the business programs. The Center was the precursor to the present day School of Business and Entrepreneurship.

Currently, the School of Business and Entrepreneurship (SBE) offers master's and doctoral degrees in a variety of fields and specializations, including traditional areas such as business administration, accounting, human resources, international business, and management information systems. In addition programs are offered in fields such as public administration, health services administration, and medical management.

Early in its history, the School of Business and Entrepreneurship recognized the growing need and desire for working professionals to obtain graduate education in the field of business to strengthen their current positions, to enhance opportunities for advancement, and to upgrade and expand their academic credentials. The School has designed flexible programs of study in traditional classroom formats at locations that make it possible for students to pursue a degree full-time on campus, or part-time via off-campus clusters while continuing to work full-time. Business programs are offered throughout Florida, in 12 other states, the Bahamas, Jamaica, Panama, and Canada (*Nova Southeastern University Off-Campus Program Directory*, Office of Licensure and State Relations, 1995).

Purpose of the Study

The primary purpose of the survey was to gather data for use in assessing a variety of administrative and academic aspects of the School's programs from the perspective of students who had successfully completed their program one to four years prior to the survey. Since the majority of students pursuing business degrees in the School of Business and Entrepreneurship attend classes in off-campus clusters, the results are also relevant to an evaluation of student satisfaction with distance learning or off-campus formats used by the School.

Statistics presented in this report represent data for the total respondent group. Supplementary tables with breakout statistics by degree level are in Appendix A. A sample survey instrument has been provided in Appendix B for reference.

METHODOLOGY

Survey Development

To provide a common assessment of graduates in the major academic centers at the University, the survey instrument associated with this report was developed, in part, from the survey instrument used in a recent assessment of undergraduate programs at the University (*Graduates of Nova Southeastern University Tell Us What They Think About Their University Experience, 1995*). One key area of difference between the surveys, however, was the inclusion of *Quality Indicators* in the survey administered to graduates from the School of Business and Entrepreneurship. Statements associated with quality indicators are directly linked to accreditation criteria established by the Southern Association of Colleges and Schools. It was decided to include these quality indicators so that the University would be able to provide precise information about specific statements found in *Criteria for Accreditation* (1996).

Many of the items in the survey used Likert scales (ranging from one for the lowest rating to five for the highest rating) to measure respondents' satisfaction or level of agreement with statements. Three types of averages or measures of a central tendency were reported for data using rating scales:

- The mode is the most frequently chosen rating.
- The median is the middle value in the distribution of numbered ratings.
- The mean is the arithmetic average of ratings given to an item by all respondents.

Sampling

The population consisted of 2206 SBE students who graduated between July 1, 1992, and June 30, 1995. The invited sample consisted of 25 percent of the 2106 Masters-level SBE graduates and a census of all 100 Doctoral-level SBE graduates:

25% * 634 July 1, 1992 to June 30, 1993 master's-level graduates N =	158
100% * 34 July 1, 1992 to June 30, 1993 doctoral-level graduates N =	34
25% * 767 July 1, 1993 to June 30, 1994 master's-level graduates N =	192
100% * 31 July 1, 1993 to June 30, 1994 doctoral-level graduates N =	31
25% * 705 July 1, 1994 to June 30, 1995 master's-level graduates N =	176
100% * 35 July 1, 1994 to June 30, 1995 doctoral-level graduates N =	35
	626

Selection into the invited sample was based on the generation of mailing labels, using *last names* for the sorting process. However, mailing labels were incomplete for 47 masters-level graduates and one doctoral-level graduate in the invited sample. Due to potential problems with survey

return from international graduates, it was decided to decline survey distribution to international students, including master's degree graduates from the Panama cluster. Eight graduates in the invited sample with international addresses were excluded. Accordingly, the adjusted invited sample consisted of a total of 570 SBE graduates.

During the data collection period (April 15, 1996 to May 15, 1996), the United States Postal Service returned 78 surveys as undeliverable. Consequently, the potential responding sample was reduced to 492 SBE graduates. Surveys were returned by 157 graduates, resulting in a survey response rate of 32%.

Sample statistics are in parity with population parameters on known demographic criteria, such as Florida residence, gender, or ethnicity (*Nova Southeastern University's Graduates: July 1, 1990 to June 30, 1994*, 1995; *Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994*, 1995). Accordingly, there is sufficient evidence to suggest that the responding sample is representative of the population. Additional evidence that the responding sample is representative of the population is presented below.

RESULTS

Section I: Background Information

The distribution of survey respondents by academic program is presented in Table 1. Statistics related to demographic and other characteristics of the responding sample are presented in Tables 2-11. The following are some key findings:

Demographics

- The total respondents were distributed equally across the three fiscal years from which graduates were sampled; that is, each fiscal year yielded approximately one-third of the total survey respondents (Table 2).

- The proportion of master's degree versus doctoral degree respondents accurately reflected the distribution of students currently enrolled; namely, 75% of the respondents were master's degree and 25% were doctoral degree students (Table 1).

- The master of business administration is the largest program in the School, and it represented 54% of all survey respondents (Table 1).

- Sixty-one percent of all respondents were male (Table 3), and 27% were from racial/ethnic minority groups (Table 4).

- Sixty-four percent of all respondents with a permanent residence in Florida at graduation resided in the Broward, Dade, Monroe or Palm Beach counties of south Florida (Table 5). Only 3% had moved out of Florida after graduation (compare Tables 5 and 6).

■ The majority (91%) of master's degree respondents resided in Florida at the time of graduation, and 87% continued to reside in Florida at the time of the survey 1-4 years after graduation (Table 6).

■ In contrast, 77% of doctoral degree respondents resided in states other than Florida at the time of graduation. At the time of the survey, 80% reported permanent residence outside of Florida (Table 6).

■ Locations where students attended the majority of classes were consistent with their permanent residence (Table 7).

- o Twenty-six percent of doctoral respondents attended classes in Florida clusters.
- o Ninety-two percent of master's respondents attended classes in Florida clusters.
  - • Of these, 31% attended classes on the Davie or East Campus.
  - • Approximately 60% of all master's respondents attended classes in the tri-county area of south Florida.

Respondents' Satisfaction with Their Program

■ Approximately two-thirds of both master's and doctoral graduates indicated that they would attend Nova Southeastern again, if they were to pursue another degree in the future (Table 8).

■ Approximately 77% of both master's and doctoral graduates indicated that they would recommend their program at Nova Southeastern to a friend without reservation (Table 9). Another 20% would recommend Nova Southeastern, but with some reservations.

Reasons for Attending Nova Southeastern University

■ In rank order, the most frequently chosen reasons for attending Nova Southeastern were convenience [81%], location [67%], types of programs available [57%], and small class size [40%] (Table 10).

■ When asked what they would have done if they had not attended Nova Southeastern University, 90% indicated that they would have attended another college or university. Approximately half would have attended another private institution, and half would have attended a state institution (Table 11).

Section II: Outcomes

Section II of the survey provided a series of statements relating to selected student outcomes. The average responses are shown in Table 12. All statements except two (see below) received mode ratings of four or five (agree or strongly agree). While some students were neutral concerning the statements, the majority indicated that NSU had a positive impact, and disagreement with the statements ranged from 5-25% of respondents for individual items. The following are some highlights:

- Ninety-two percent of all respondents agreed or strongly agreed that NSU had helped them meet their educational goals.

- Eighty-two percent of respondents agreed or strongly agreed that their experiences at NSU helped to motivate them to grow professionally.

- Ninety-three percent of respondents indicated that NSU had a moderately or very positive impact on acquiring the knowledge and skills needed for a career.

- Seventy-six percent of respondents indicated that their program at NSU increased their professional productivity.

- Thirty-six percent of respondents agreed or strongly agreed that they were promoted due to receiving their graduate degree.

- Twenty-eight percent of respondents agreed or strongly agreed that they received a salary increase upon receiving their graduate degree.

Section III: Quality Indicators

Statements relating to quality indicators and average ratings appear in Table 13. It should be noted that these items relate to selected areas in the *1996 Criteria for Accreditation* of the Southern Association of Colleges and Schools. There was a wider range in average ratings among items in this section of the survey compared to ratings for outcomes. While almost all of the outcomes in Section II consistently received mode ratings of four or five, approximately half of the statements relating to quality indicators had modes of four or five (satisfied or very satisfied). The remainder had a mode of three (neutral). Some key findings including strengths and weaknesses were as follows.

- Program length received the highest ratings (mode=5). Approximately 93% of all respondents were satisfied or very satisfied with the length of their program.

- Correctness of student records, including transcripts received high marks with 87% of the respondents satisfied or very satisfied.

- Eighty-three percent of respondents were satisfied or very satisfied with the clarity of curricular offering published in catalogs.

- Eighty percent of respondents were satisfied or very satisfied with the instructional delivery systems used.

- Seventy-seven percent of respondents were satisfied or very satisfied with the instructional methods used by faculty.

- While approximately 70% of respondents were neutral, satisfied, or very satisfied with the availability and access to library resources and services, 30% were dissatisfied or very dissatisfied.

- Thirty-seven percent of respondents were dissatisfied or very dissatisfied with the library's orientation program.

- With regard to the use of technology in the School's programs, 25% of respondents were dissatisfied or very dissatisfied with the access of information through technology, provisions for training in the use of technology, and infusion of information technology into the curriculum.

When reviewing average ratings shown in Tables 12-15, the reader should take note of the number of respondents that provided a rating for each item. Some items were rated by all 157 respondents while others were rated by as few as 43. In some cases significant numbers of graduates chose not applicable, or were unable to respond to certain items.

Section IV: Computing

Section IV of the survey asked graduates to rate their skills in various aspects of computing. The average ratings are shown in Table 14. All areas of computing received a mode rating of four or five (very skilled or exceptionally skilled). Graduates rated their skills in word processing and the use of electronic mail the highest. For most items, less than 15% of respondents reported few or no skills. Use of the Internet was an exception; thirty percent of respondents indicated that they had no or few skills in this area.

Section V: Employment and Career

Section V of the survey explored components of graduates' professional development that may have been affected by their studies in the School of Business and Entrepreneurship (Table 15). As a group, the sample population had a mean of 13 years experience prior to enrolling at NSU. Thus, they had a strong base of experience against which to gauge changes in their professional development resulting from their degree program. All of the statements relating to professional development received mode ratings of four (changed fairly much), except financial gain which had a mode of three (changed somewhat).

Overall, 70% of respondents saw a moderate to strong relationship between their current job and their degree program at NSU (Table 16). Eighty-four percent of respondents indicated that their experiences at NSU prepared them adequately, more than adequately, or exceptionally well for their current job (Table 17). Less than 10% of the respondents indicated that they had applied to or enrolled in another graduate or professional program since graduation (Table 18 and 19).

Discussion

Demographic data gathered by the survey for graduates from SBE concerning permanent residence and place of class attendance corroborate the results of a previous study of enrolled students (*Permanent Residence of Nova Southeastern University Students: End of Fall Term 1994, March 1995)*. In particular, 73% of graduates responding to the survey had permanent residence in Florida, and 45% lived in the tri-county area that immediately surrounds the main campus in Fort Lauderdale. Moreover, the survey results showed that 3% of students living in Florida moved to another state after graduation. Thus, Florida businesses benefit from the enhanced management skills and expertise acquired by graduates from SBE.

Degree programs and delivery systems of the School of Business and Entrepreneurship were designed to make graduate study accessible, convenient, and relevant to working professionals. Thus, classes are available on weekends and evenings at locations near students' homes or on-site in corporate offices. Students may study full-time or part-time, and curricula include both theory and practice. The survey results indicate that these are precisely the attributes that SBE graduates valued most highly. The top four reasons students chose to pursue a business degree at NSU were convenience, location, types of programs available, and small class size.

Graduates from SBE gave the School strong endorsements on two levels; 97% said that they would recommend their program at Nova Southeastern University to a friend, and two thirds indicated that they would attend NSU again if they were to pursue another degree in the future. This provides strong testimony that graduates were not only satisfied with their program of study, but they believed others would derive similar benefits and satisfaction.

Student Outcomes

It should be noted that the majority of students studying in the SBE are employed full-time and they enter the School with a mean of 13 years of work experience. Therefore, most of them know what they want from graduate studies, and they have the context of experience and current practice from which to evaluate the effectiveness of their degree program. Thus, self-assessment of their educational outcomes, and of the quality of their program of study comes from the perspective of experience, and actual daily application in the work place.

Overall, graduates had achieved the outcomes listed in the survey at high frequencies. For example, more than 90% achieved their educational goals, and acquired the knowledge and

skills needed for their career. Graduates felt that they had grown professionally and had become more productive.

Promotion and/or a salary increase might be anticipated outcomes resulting from obtaining a graduate degree, and this occurred for approximately one-third of the graduates. However, prospective students should be encouraged to consult with their company's human resources department concerning relevant policies to determine whether it is a reasonable expectation for them.

Indicators of Program Quality

The University is currently in the process of self-study in preparation for reaffirmation of accreditation by the Southern Association of Colleges and Schools. The survey attempted to facilitate this process in part by gauging graduates' satisfaction with specific areas addressed by the *Criteria for Accreditation*. These so-called quality indicators covered a broad spectrum of academic, administrative, and educational support areas.

For the most part, graduates' satisfaction ratings of quality indicators ranged from neutral to very satisfied (see Table 13). Graduates expressed the highest levels of satisfaction in academic areas such as program length, instructional methods, and delivery systems used by faculty. All of these are important for an effective distance learning program.

At the same time, the survey uncovered some areas of possible weakness that the School of Business may want to investigate in more detail. For example, approximately one-third of the respondents were dissatisfied with the availability and access to library resources and services. A similar proportion were not satisfied with orientation to the library; in fact, only two-thirds of graduates were able to provide a rating.

All students in SBE have access to the Internet through electronic mail accounts which are used primarily for communication with fellow students and faculty. In the doctoral programs, class assignments, schedules, announcements, etc. are posted via the Internet as a complement to classroom interactions. However, no instruction is delivered by computer. Thus, computer technology is not an integral component of the curriculum in SBE.

Nevertheless, one-fourth of the respondents were dissatisfied with access to information through technology, training in the use of technology, and infusion of technology into the curriculum. This finding might suggest in part that students may want more exposure to technology in their graduate studies.

The World Wide Web is a rapidly emerging medium for marketing by small and large businesses. Remote access to library materials, and other information resources via computers is quickly becoming an essential skill, not only for business professionals, but for many other fields as well. The SBE may want to examine further student perceptions of the skills they are acquiring or desire to acquire in the general area of technology to evaluate program effectiveness in this field.

Computing

With the exception of the master's in management information systems, the curricula of programs in SBE do not include courses specifically designed to teach the use of application software, operating systems, hardware, etc. More commonly, students may be expected to utilize computers to complete course assignments, or research projects. Consequently, items in the survey relating to computing probably measure a combination of students' preexisting computer skills, and additional skills acquired as a result of work associated with their graduate studies. In any case, mean ratings for all areas of computing ranged from 3.4-4.3 (i.e., indicating moderate to exceptional skills).

Employment and Career

Results and discussion above, along with information gathered in this section of the survey, provide strong evidence that graduates' academic experiences had a positive impact on their professional development and preparation for their career. At the same time, fewer than 10% of graduates had gone on or plan to pursue a higher degree. This is consistent with the fact that the master's degree is the most common graduate degree held by business professionals holding non-academic positions.

Tables

Table 1

Academic Program of Survey Respondents

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Doctor of Business Administration	33	85
Doctor of International Business Administration	1	3
Doctor of Public Administration	5	13
Master's Programs	**118**	**100**
Master of Business Administration	84	71
Master of Public Administration	3	3
Master of Science in Human Resource Management	1	1
Master of Science in Health Services Administration	9	8
Master of Accounting	11	9
Master of International Business Administration	8	7
Executive Master of Science in Medical Management	0	0
Unidentified	2	2

Table 2

Distribution of Respondents by Year of Graduation

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
July 1, 1992, to June 30, 1993	12	31
July 1, 1993, to June 30, 1994	15	39
July 1, 1994, to June 30, 1995	12	31
Master's Programs	**118**	**100**
July 1, 1992, to June 30, 1993	34	29
July 1, 1993, to June 30, 1994	38	32
July 1, 1994, to June 30, 1995	44	37
Unidentified	2	2
Total of All Programs	**157**	**100**
July 1, 1992, to June 30, 1993	46	29
July 1, 1993, to June 30, 1994	53	34
July 1, 1994, to June 30, 1995	56	36
Unidentified	2	1

Table 3

Gender of Survey Respondents

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Female	4	10
Male	35	90
Master's Programs	**118**	**100**
Female	58	49
Male	60	51
Total of All Programs	**157**	**100**
Female	62	40
Male	95	61

Table 4

Race/Ethnicity of Survey Respondents

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
African-American	1	3
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	1	3
Hispanic	2	5
White	34	87
Other	1	3
Master's Programs	**118**	**100**
African-American	13	11
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	1	1
Hispanic	19	16
White	81	69
Other	4	3
Total of All Programs	**157**	**100**
African-American	14	9
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	2	1
Hispanic	21	13
White	115	73
Other	5	3

Table 5

Place of Permanent Residence at Time of Graduation

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Broward, Dade, Monroe, or Palm Beach County	3	8
Another Florida County	5	13
Another State	30	77
Another Country	1	3
Master's Programs	**118**	**100**
Broward, Dade, Monroe, or Palm Beach County	68	58
Another Florida County	39	33
Another State	10	9
Another Country	1	1
Total of All Programs	**157**	**100**
Broward, Dade, Monroe, or Palm Beach County	71	45
Another Florida County	44	28
Another State	40	25
Another Country	2	1

Table 6

Place of Permanent Residence Now

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Broward, Dade, Monroe, or Palm Beach County	3	8
Another Florida County	4	10
Another State	31	80
Another Country	1	3
Master's Programs	**118**	**100**
Broward, Dade, Monroe, or Palm Beach County	64	54
Another Florida County	39	33
Another State	13	11
Another Country	2	2
Total of All Programs	**157**	**100**
Broward, Dade, Monroe, or Palm Beach County	67	43
Another Florida County	43	27
Another State	44	28
Another Country	3	2

Table 7

Place of Attendance of the Majority of Classes

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Davie Campus of East Campus	4	10
Cluster Location in Broward, Dade, or Palm Beach County	3	8
Cluster Location in Another Florida County	3	8
Cluster Location in Another State	28	72
Cluster Location in Another Country	0	0
Unidentified	1	3
Master's Programs	**118**	**100**
Davie Campus or East Campus	36	31
Cluster Location in Broward, Dade, or Palm Beach County	34	29
Cluster Location in Another Florida County	38	32
Cluster Location in Another State	9	8
Cluster Location in Another Country	0	0
Unidentified	1	1
Total of All Programs	**157**	**100**
Davie Campus of East Campus	40	26
Cluster Location in Broward, Dade, or Palm Beach County	37	24
Cluster Location in Another Florida County	41	26
Cluster Location in Another State	37	24
Cluster Location in Another Country	0	0
Unidentified	2	1

Table 8

Frequency of Response to the Question: If you were to pursue another degree, would you attend Nova Southeastern University in the future

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Yes	25	64
No	5	13
Undecided	5	13
Not Applicable	4	10
Master's Programs	**118**	**100**
Yes	72	61
No	7	6
Undecided	37	31
Not Applicable	2	2
Total of All Programs	**157**	**100**
Yes	97	62
No	12	8
Undecided	42	27
Not Applicable	6	4

Table 9

Frequency of Response to the Question: Would you recommend your program to a friend or acquaintance who asked your opinion?

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Yes, without reservation	30	77
Yes, with some reservations	9	23
No	0	0
Master's Programs	**118**	**100**
Yes, without reservation	91	77
Yes, with some reservations	22	19
No	4	3
Unidentified	1	1
Total of All Programs	**157**	**100**
Yes, without reservation	121	77
Yes, with some reservations	31	20
No	4	3
Unidentified	1	1

Table 10

Frequency of Response to Reasons for Attending Nova Southeastern University

	Responses	
	No.	Precent
Doctoral Programs	**112**	**100**
Convenience	32	82
Type of programs available	27	69
Location	24	62
Small class size	10	26
Academic reputation	8	21
Other	4	10
Admissions standards	2	5
Advice of counselors and teachers	2	5
Social atmosphere	2	5
Availability of scholarships or financial aid	1	3
Cost	0	0
Master's Programs	**385**	**100**
Convenience	95	81
Location	81	69
Type of programs available	62	53
Small class size	52	44
Academic reputation	30	25
Admissions standards	16	14
Cost	15	13
Other	14	12
Social atmosphere	11	9
Availability of scholarships or financial aid	5	4
Advice of counselors and teachers	4	3
Total of All Programs	**497**	**100**
Convenience	127	81
Location	105	67

Table 10 (Continued)

Frequency of Response to Reasons for Attending Nova Southeastern University

	Responses	
	No.	Percent
Type of programs available	89	57
Small class size	62	40
Academic reputation	38	24
Admissions standards	18	12
Other	18	12
Cost	15	10
Social atmosphere	13	8
Advice of counselors and teachers	6	4
Availability of scholarships or financial aid	6	4

Table 11

Frequency of Response to What Survey Respondents Would Have Done if They had not Attended Nova Southeastern University

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Another private college or university in South Florida .	1	3
Another private college or university in Florida, but not in South Florida	3	8
A private college or university in another state	11	28
A state college or university in South Florida	1	3
A state college or university in Florida, but not in South Florida	2	5
A state college or university in another state	14	36
Not attended a college or university	6	15
Unidentified	1	3
Master's Programs	**118**	**100**
Another private college or university in South Florida .	33	28
Another private college or university in Florida, but not in South Florida	5	4
A private college or university in another state	3	3
A state college or university in South Florida	31	26
A state college or university in Florida, but not in South Florida	12	10
A state college or university in another state	6	5
Not attended a college or university	9	8
Undecided	19	16
Total of All Programs	**157**	**100**
Another private college or university in South Florida .	34	22
Another private college or university in Florida, but not in South Florida	8	5
A private college or university in another state	14	9
A state college or university in South Florida	32	20

Table 11 (Continued)

Frequency of Response to What Survey Respondents Would Have Done if They had not Attended Nova Southeastern University

	No.	Percent
A state college or university in Florida, but not in South Florida	14	9
A state college or university in another state	20	13
Not attended a college or university	15	10
Unidentified	20	13

Table 12

Ratings of Selected Statements Related to Outcomes

Rating Key

1	2	3	4	5
Strongly Disagree	Disagree	Neutral, Neither Satisfied Nor Dissatisfied	Satisfied	Strongly Agree

Statement	No.	Mode	Median	Mean	SD
NSU has helped me meet my educational goals . . .	155	5	4	4	1
If choosing a college again, I would choose NSU.	152	5	4	4	1
My experiences at NSU have prepared me to deal with possible career changes	146	4	4	4	1
I would recommend NSU to others	155	5	4	4	1
My experiences at NSU have helped motivate me grow in my professional life	153	4	4	4	1
NSU welcomes and uses feedback from students to improve the University	141	4	4	4	1
I was promoted due to receiving my degree from NSU	129	1	3	3	2
I received a salary increase after completing this degree program	125	1	2	3	2

Rating Key

1	2	3	4	5
Very Negative Impact	Moderately Negative Impact	No Impact	Moderately Positive Impact	Very Positive Impact

Acquiring knowledge and skills needed for a career	153	4	4	4	1
Becoming competent in my field	152	4	4	4	1
Developing problem-solving skills	153	4	4	4	1
Improving my quantitative ability	149	4	4	4	1
Improving my leadership skills	152	4	4	4	1
Increasing my professional productivity	151	4	4	4	1
Learning to formulate and reshape my lifetime goals	152	4	4	4	1
Improving my interpersonal skills	153	4	4	4	1
Improving my oral communication skills	154	4	4	4	1
Improving my written communication skills	154	4	4	4	1

Table 13

Ratings of Selected Statements Related to Quality Indicators

RATING KEY

1 VERY DISSATISFIED | 2 DISSATISFIED | 3 NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED | 4 SATISFIED | 5 VERY SATISFIED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Clarity of written graduate admission policies	152	4	4	4	1
Clarity of written graduate completion requirements	155	4	4	4	1
Clarity of written curricular offerings, as identified in program catalog	151	4	4	4	1
Program length	157	5	4	4	1
Instructional methods	156	4	4	4	1
Delivery system	151	4	4	4	1
Published grading policy	148	4	4	4	1
Process for assigning students to advisors	105	3	3	3	1
Quality of advising	110	3	3	3	1
Clarity of program catalog	147	4	4	4	1
Correctness of student records (including transcripts)	151	5	4	4	1
Availability of library and learning resource materials	119	4	3	3	1
Adequacy of library and learning resource materials	117	4	3	3	1
Orientation program relative to library services . . .	99	3	3	3	1
Access to information through technology	123	4	3	3	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	95	3	3	3	1
Infusion of information technology into the curricula	135	4	4	3	1
Provisions for training in the use of technology . . .	126	3	3	3	1
Student development services	95	3	3	3	1

Table 13 (Continued)

Ratings of Selected Statements Related to Quality Indicators

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Counseling and career development	93	3	3	3	1
Student government opportunities	63	3	3	3	1
Student behavior policies and procedures	80	3	3	3	1
Financial aid services	87	3	3	3	1
Health services	43	3	3	3	1
Alumni affairs	116	3	4	4	1
Refund policies when withdrawing from courses . .	71	3	4	4	1
Adequacy of physical resources in classrooms	138	4	4	4	1
Safety and security of classroom buildings and the learning environment	141	4	4	4	1

Table 14

Ratings of Selected Statements Relating to Computing

RATING KEY

1 NO SKILLS — 2 FEW SKILLS — 3 MODERATE SKILLS — 4 VERY SKILLED — 5 EXCEPTIONALLY SKILLED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Ability to use an operating system	142	4	4	4	1
Ability to use computing equipment for problem solving	144	4	4	4	1
Ability to use database software	144	4	4	4	1
Ability to use electronic mail	144	5	4	4	1
Ability to use graphics software	140	4	4	4	1
Ability to use hardware	141	4	4	4	1
Ability to use multimedia hardware and software	138	4	4	3	1
Ability to use spreadsheet software	144	4	4	4	1
Ability to use the Internet	134	4	4	3	1
Ability to use word processing software	145	5	4	4	1
Awareness of legal and ethical use of computing equipment	139	4	4	4	1
Knowledge of computing technology in an information society	143	4	4	4	1

Table 15

Ratings of Selected Statements Relating to Employment and Career

RATING KEY

1 VERY NEGATIVE IMPACT | 2 MODERATELY NEGATIVE IMPACT | 3 NO IMPACT | 4 MODERATELY POSITIVE IMPACT | 5 VERY POSITIVE IMPACT

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Professional Development					
Increased opportunity for promotion	150	4	4	3	1
Increased opportunity for consulting	147	4	4	4	1
Acquired new information	156	4	4	4	1
Financial gain	151	3	3	3	1
Increased professional status	155	4	4	4	1
Social growth and contribution (working as a team member)	153	4	4	4	1
Preparation for future study	148	4	4	4	1
Years of Professional Work Experience Before Enrolling at NSU	157	20	12	13	8

Table 16

Relationship of Current Job to Academic Program at NSU

RESPONSE	NO.	PERCENT
Highly related	52	33
Moderately related	58	37
Slightly related	30	19
Not at all related	10	6
I am currently unemployed	6	4
Unknown or unable to answer	1	1
Total	157	100

Table 17

Level of Preparation for Current Job Provided by Experiences at NSU

RESPONSE	NO.	PERCENT
Exceptionally well	18	12
More than adequately	56	36
Adequately	57	36
Less than adequately	7	5
Very poorly	0	0
Not at all	8	5
I am currently unemployed	6	4
Unknown or unable to answer	5	3
Total	157	100

Table 18

Frequency of Response to the Question: Have you applied to a graduate or professional program since graduating from NSU?

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Yes	1	3
No	33	85
Not Applicable	5	13
Master's Programs	**118**	**100**
Yes	10	9
No	103	87
Not Applicable	3	3
Unidentified	2	2
Total of All Programs	**157**	**100**
Yes	11	7
No	136	87
Not Applicable	8	5
Unidentified	2	1

Table 19

Frequency of Response to the Question: Have you enrolled in a graduate or professional program since graduating from NSU?

	Responses	
	No.	Percent
Doctoral Programs	**39**	**100**
Yes	1	3
No	34	87
Not Applicable	4	10
Master's Programs	**118**	**100**
Yes	7	6
No	107	91
Not Applicable	2	2
Unidentified	2	2
Total of All Programs	**157**	**100**
Yes	8	5
No	141	90
Not Applicable	6	4
Unidentified	2	1

Appendix A
Additional Data
By Degree Level

Table 1-A

Ratings of Selected Statements Related to Outcomes: Master's Programs

RATING KEY

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	STRONGLY AGREE

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
NSU has helped me meet my educational goals . . .	116	4	4	4	1
If choosing a college again, I would choose NSU. . .	113	4	4	4	1
My experiences at NSU have prepared me to deal with possible career changes	110	4	4	4	1
I would recommend NSU to others	116	5	4	4	1
My experiences at NSU have helped motivate me grow in my professional life	115	4	4	4	1
NSU welcomes and uses feedback from students to improve the University	107	4	4	4	1
I was promoted due to receiving my degree from NSU	103	1	3	3	1
I received a salary increase after completing this degree program	101	1	2	3	2

Rating Key

1	2	3	4	5
Very Negative Impact	Moderately Negative Impact	No Impact	Moderately Positive Impact	Very Positive Impact

Acquiring knowledge and skills needed for a career	117	4	4	4	1
Becoming competent in my field	116	4	4	4	1
Developing problem-solving skills	116	4	4	4	1
Improving my quantitative ability	113	4	4	4	1
Improving my leadership skills	116	4	4	4	1
Increasing my professional productivity	114	4	4	4	1
Learning to formulate and reshape my lifetime goals	115	4	4	4	1
Improving my interpersonal skills	116	4	4	4	1
Improving my oral communication skills	117	4	4	4	1
Improving my written communication skills	117	4	4	4	1

Table 2-A

Ratings of Selected Statements Related to Outcomes: Doctoral Programs

RATING KEY

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	STRONGLY AGREE

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
NSU has helped me meet my educational goals . . .	39	5	4	5	1
If choosing a college again, I would choose NSU.	39	5	4	4	1
My experiences at NSU have prepared me to deal with possible career changes	36	5	4	4	1
I would recommend NSU to others	39	5	4	5	1
My experiences at NSU have helped motivate me grow in my professional life	38	5	4	5	1
NSU welcomes and uses feedback from students to improve the University	34	4	4	4	1
I was promoted due to receiving my degree from NSU	26	5	3	3	2
I received a salary increase after completing this degree program	24	1	3	3	2
Acquiring knowledge and skills needed for a career	36	5	4	5	1
Becoming competent in my field	36	5	4	4	1
Developing problem-solving skills	37	5	4	4	1
Improving my quantitative ability	36	3	4	4	1
Improving my leadership skills	36	3	4	4	1
Increasing my professional productivity	37	5	4	4	1
Learning to formulate and reshape my lifetime goals	37	5	4	4	1
Improving my interpersonal skills	37	3	4	4	1
Improving my oral communication skills	37	4	4	4	1
Improving my written communication skills	37	5	4	5	1

Table 3-A

Ratings of Selected Statements Related to Quality Indicators: Master's Programs

RATING KEY

1 VERY DISSATISFIED | 2 DISSATISFIED | 3 NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED | 4 SATISFIED | 5 VERY SATISFIED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Clarity of written graduate admission policies	117	4	4	4	1
Clarity of written graduate completion requirements	118	4	4	4	1
Clarity of written curricular offerings, as identified in program catalog	114	4	4	4	1
Program length	118	5	4	5	1
Instructional methods	117	4	4	4	1
Delivery system	112	4	4	4	1
Published grading policy	111	4	4	4	1
Process for assigning students to advisors	81	3	3	3	1
Quality of advising	83	3	3	3	1
Clarity of program catalog	113	4	4	4	1
Correctness of student records (including transcripts)	114	5	4	4	1
Availability of library and learning resource materials	91	4	4	3	1
Adequacy of library and learning resource materials	90	4	4	3	1
Orientation program relative to library services . . .	77	3	3	3	1
Access to information through technology	88	4	3	3	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	74	3	3	3	1
Infusion of information technology into the curricula	99	4	3	3	1
Provisions for training in the use of technology . . .	93	3	3	3	1
Student development services	75	3	3	3	1

Table 3-A (Continued)

Ratings of Selected Statements Related to Quality Indicators: Master's Programs

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Counseling and career development	73	3	3	3	1
Student government opportunities	49	3	3	3	1
Student behavior policies and procedures	61	3	3	3	1
Financial aid services	66	3	3	3	1
Health services	31	3	3	3	1
Alumni affairs	88	3	4	4	1
Refund policies when withdrawing from courses . .	52	3	3	4	1
Adequacy of physical resources in classrooms	105	4	4	4	1
Safety and security of classroom buildings and the learning environment	107	4	4	4	1

Table 4-A

Ratings of Selected Statements Related to Quality Indicators: Doctoral Programs

RATING KEY

1	2	3	4	5
VERY DISSATISFIED	DISSATISFIED	NEUTRAL, NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Clarity of written graduate admission policies	35	5	4	4	1
Clarity of written graduate completion requirements	37	5	4	4	1
Clarity of written curricular offerings, as identified in program catalog	37	5	4	4	1
Program length	39	5	4	4	1
Instructional methods	39	5	4	4	1
Delivery system	39	5	4	5	1
Published grading policy	37	4	4	4	1
Process for assigning students to advisors	24	3	3	3	1
Quality of advising	27	3	3	3	1
Clarity of program catalog	34	4	4	4	1
Correctness of student records (including transcripts)	37	5	4	5	1
Availability of library and learning resource materials	28	2	3	3	1
Adequacy of library and learning resource materials	27	3	3	3	1
Orientation program relative to library services . . .	22	2	2	3	1
Access to information through technology	35	5	4	4	1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services) .	21	3	3	3	1
Infusion of information technology into the curricula	36	5	4	4	1
Provisions for training in the use of technology . . .	33	3	3	3	1
Student development services	20	3	3	3	1

Table 4-A (Continued)

Ratings of Selected Statements Related to Quality Indicators: Doctoral Programs

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Counseling and career development	20	3	3	3	1
Student government opportunities	14	3	3	3	1
Student behavior policies and procedures	19	3	3	3	1
Financial aid services	21	3	4	4	1
Health services	12	3	3	3	1
Alumni affairs	28	3	4	4	1
Refund policies when withdrawing from courses . .	19	4	4	4	1
Adequacy of physical resources in classrooms	33	4	4	4	1
Safety and security of classroom buildings and the learning environment	34	4	4	4	1

Table 5-A

Ratings of Selected Statements Relating to Computing: Master's Programs

RATING KEY

1 NO SKILLS 2 FEW SKILLS 3 MODERATE SKILLS 4 VERY SKILLED 5 EXCEPTIONALLY SKILLED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Ability to use an operating system	106	4	4	4	1
Ability to use computing equipment for problem solving	107	4	4	4	1
Ability to use database software	107	4	4	4	1
Ability to use electronic mail	107	5	4	4	1
Ability to use graphics software	103	4	4	4	1
Ability to use hardware	104	4	4	4	1
Ability to use multimedia hardware and software	101	4	4	3	1
Ability to use spreadsheet software	108	4	4	4	1
Ability to use the Internet	100	4	3	3	1
Ability to use word processing software	108	5	4	4	1
Awareness of legal and ethical use of computing equipment	106	4	4	4	1
Knowledge of computing technology in an information society	106	4	4	4	1

Table 6-A

Ratings of Selected Statements Relating to Computing: Doctoral Programs

RATING KEY

1 NO SKILLS — 2 FEW SKILLS — 3 MODERATE SKILLS — 4 VERY SKILLED — 5 EXCEPTIONALLY SKILLED

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Ability to use an operating system	36	4	4	4	1
Ability to use computing equipment for problem solving	37	5	4	4	1
Ability to use database software	37	4	4	4	1
Ability to use electronic mail	37	5	4	4	1
Ability to use graphics software	37	4	4	4	1
Ability to use hardware	37	4	4	4	1
Ability to use multimedia hardware and software	37	4	4	3	1
Ability to use spreadsheet software	36	5	4	4	1
Ability to use the Internet	34	4	4	4	1
Ability to use word processing software	37	5	4	5	1
Awareness of legal and ethical use of computing equipment	33	5	4	4	1
Knowledge of computing technology in an information society	37	4	4	4	1

Table 7-A

Ratings of Selected Statements Relating to Employment and Career: Master's Programs

RATING KEY

1 VERY NEGATIVE IMPACT | 2 MODERATELY NEGATIVE IMPACT | 3 NO IMPACT | 4 MODERATELY POSITIVE IMPACT | 5 VERY POSITIVE IMPACT

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Professional Development					
Increased opportunity for promotion	114	4	4	3	1
Increased opportunity for consulting	111	4	4	3	1
Acquired new information	117	4	4	4	1
Financial gain	115	3	3	3	1
Increased professional status	117	4	4	4	1
Social growth and contribution (working as a team member)	114	4	4	4	1
Preparation for future study	114	4	4	4	1
Years of Professional Work Experience Before Enrolling at NSU	118	8	10	11	7

Table 8-A

Relationship of Current Job to Academic Program at NSU
Master's Program

RESPONSE	NO.	PERCENT
Highly related	34	29
Moderately related	42	36
Slightly related	27	23
Not at all related	8	7
I am currently unemployed	6	5
Unknown or unable to answer	0	0

Table 9-A

Level of preparation for current job provided by experiences at NSU
Master's Program

RESPONSE	NO.	PERCENT
Exceptionally well	9	8
More than adequately	37	31
Adequately	49	42
Less than adequately	7	6
Very poorly	0	0
Not at all	6	5
I am currently unemployed	6	5
Unknown or unable to answer	4	3

Table 10-A

Ratings of Selected Statements Relating to Employment and Career Doctoral Programs

RATING KEY

1 VERY NEGATIVE IMPACT | 2 MODERATELY NEGATIVE IMPACT | 3 NO IMPACT | 4 MODERATELY POSITIVE IMPACT | 5 VERY POSITIVE IMPACT

STATEMENT	NO.	MODE	MEDIAN	MEAN	SD
Professional Development					
Increased opportunity for promotion	36	5	4	3	2
Increased opportunity for consulting	36	5	4	4	1
Acquired new information	39	5	4	4	1
Financial gain	36	4	4	3	1
Increased professional status	38	5	4	4	1
Social growth and contribution (working as a team member)	39	5	4	4	1
Preparation for future study	34	5	4	4	1
Years of Professional Work Experience Before Enrolling at NSU					
Years of professional work experience before enrolling at NSU	39	20	20	20	7

Appendix B
Survey Form

Nova Southeastern University

Survey of Master's Graduates of the

School of Business and Entrepreneurship

Section I: Background Information

Academic Program at SBE (mark one):

Master's Degrees

____	MBA	Master of Business Administration
____	MPA	Master of Public Administration
____	M.S./HRM	Master of Science in Human Resource Management
____	M.S./HSA	Master of Science in Health Services Administration
____	M.Acc.	Master of Accounting
____	MIBA	Master of International Business Administration
____	MS/MM	Executive Master of Science in Medical Management
____	Other	Specify _____

Master's Specializations (if applicable)

____ Health Services Administration
____ Human Resource Management
____ Accounting
____ International Business
____ Sales and Marketing Management
____ Management Information Systems
____ Entrepreneurship
____ Finance
____ Other (please identify) _____

Gender

____ Female
____ Male

Age at time of graduation: ____ Years

Ethnic Group

____ African-American
____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Hispanic
____ White
____ Other or Unknown

Place of permanent residence at time of graduation

____ Broward, Dade, Monroe, or Palm Beach County
____ Another Florida County
____ Another State
____ Another Country

Place of permanent residence now

____ Broward, Dade, Monroe, or Palm Beach County
____ Another Florida County
____ Another State
____ Another Country

Year of graduation from NSU

____ July 1, 1992, to June 30, 1993
____ July 1, 1993, to June 30, 1994
____ July 1, 1994, to June 30, 1995

Where did you attend the majority of your classes?

____ Davie Campus or East Campus
____ Cluster Location in Broward, Dade, or Palm Beach County
____ Cluster Location in Another Florida County
____ Cluster Location in Another State
____ Cluster Location in Another Country

How many years did you attend SBE?

____ 1 Year
____ 2 Years
____ 3 Years
____ 4 or More Years

What class format did you utilize as a student?

____ Friday/Saturday
____ Monday - Thursday
____ Saturday/Sunday

What was the average number of classes you enrolled in per three-month term?

____ 1 Class
____ 2 Classes
____ 3 Classes
____ 4 Classes

If you were to pursue another degree, would you attend NSU in the future?

____ Yes
____ No
____ Undecided
____ Not Applicable

Why did you decide to attend NSU? Check all selections that apply:

____ Academic reputation
____ Admissions standards
____ Advice of counselors and teachers
____ Availability of scholarships or financial aid
____ Convenience
____ Cost
____ Location
____ Small class size
____ Social atmosphere
____ Type of programs available
____ Other _____

If you had <u>not</u> attended NSU, would you have attended:

____ Another private college or university in South Florida
____ Another private college or university in Florida, but not in South Florida
____ A private college or university in another state
____ A state college or university in South Florida
____ A state college or university in Florida, but not in South Florida
____ A state college or university in another state
____ Not attended a college or university
____ Other_____

Would you recommend your program to a friend or acquaintance who asked your opinion?

____ Yes, without reservation
____ Yes, with some reservations (explain)

_____

____ No (explain) _____

_____

If you do <u>not</u> possess a doctoral or professional degree, do you plan to enroll in the future?

____ Yes
____ No
____ Undecided
____ Not applicable or unable to answer

If you already possess a doctoral or professional degree, please identify the area:

____ Business
____ Education
____ Computer Science
____ Psychology
____ Law
____ Medicine
____ Not applicable or unable to answer

Section II: Outcomes

Please review the following rating key and then mark or circle to the left of each item your level of agreement with each statement:

Rating Key			
1	Strongly Disagree	4	Agree
2	Disagree	5	Strongly Agree
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U SB&E has helped me meet my educational goals.
1 2 3 4 5 NA U If choosing a business school again, I would choose SB&E.
1 2 3 4 5 NA U My experiences at SB&E have prepared me to deal with possible career changes.
1 2 3 4 5 NA U I would recommend SB&E to others.
1 2 3 4 5 NA U My experiences at SB&E have helped me grow in my professional life.
1 2 3 4 5 NA U SB&E welcomes and uses feedback from students to improve the business school.
1 2 3 4 5 NA U I was promoted due to receiving my master's degree.
1 2 3 4 5 NA U I received a salary increase upon receiving my master's degree.

Please review the following rating key and then mark or circle to the left of each item how SB&E has made an impact on you, relative to each statement:

Rating Key			
1	Very Negative Impact	5	Very Positive Impact
2	Moderately Negative Impact	NA	Not Applicable
3	No Impact	U	Unknown or Unable to Answer
4	Moderately Positive Impact		

1 2 3 4 5 NA U Acquiring knowledge and skills needed for a career
1 2 3 4 5 NA U Becoming competent in my field
1 2 3 4 5 NA U Developing problem-solving skills
1 2 3 4 5 NA U Improving my quantitative ability
1 2 3 4 5 NA U Improving my leadership skills
1 2 3 4 5 NA U Increasing my professional productivity
1 2 3 4 5 NA U Learning to formulate and reshape my lifetime goals
1 2 3 4 5 NA U Improving my interpersonal skills
1 2 3 4 5 NA U Improving my oral communication skills
1 2 3 4 5 NA U Improving my written communication skills

Section III: Quality Indicators

Please reveiw the following rating key and then mark or circle to the left of each item your level of satisfaction with SB&E, relative to each statement:

Rating Key			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Clarity of written graduate admission policies
1 2 3 4 5 NA U Clarity of written graduate completion requirements
1 2 3 4 5 NA U Clarity of written curricular offerings, as identified in program catalog
1 2 3 4 5 NA U Program length
1 2 3 4 5 NA U Instructional methods
1 2 3 4 5 NA U Delivery system
1 2 3 4 5 NA U Published grading policy
1 2 3 4 5 NA U Process for assigning students to advisors
1 2 3 4 5 NA U Quality of advising
1 2 3 4 5 NA U Clarity of program catalog
1 2 3 4 5 NA U Correctness of student records (including transcripts)
1 2 3 4 5 NA U Availability of library and learning resource materials
1 2 3 4 5 NA U Adequacy of library and learning resource materials
1 2 3 4 5 NA U Orientation program relative to library services
1 2 3 4 5 NA U Access to information through technology
1 2 3 4 5 NA U Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)
1 2 3 4 5 NA U Infusion of information technology into the curricula
1 2 3 4 5 NA U Provisions for training in the use of technology
1 2 3 4 5 NA U Student development services
1 2 3 4 5 NA U Counseling and career development
1 2 3 4 5 NA U Student government opportunities
1 2 3 4 5 NA U Student behavior policies and procedures
1 2 3 4 5 NA U Financial aid services
1 2 3 4 5 NA U Health services
1 2 3 4 5 NA U Alumni affairs
1 2 3 4 5 NA U Refund policies when withdrawing from courses
1 2 3 4 5 NA U Adequacy of physical resources in classrooms
1 2 3 4 5 NA U Safety and security of classroom buildings and the learning environment

Section IV: Computing

Please reveiw the following rating key and then mark or circle to the left of each item your level of skill relative to each statement:

Rating Key			
1	No Skills	4	Very Skilled
2	Few Skills	5	Exceptionally Skilled
3	Moderate Skills	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Ability to use an operating system
1 2 3 4 5 NA U Ability to use computing equipment for problem solving
1 2 3 4 5 NA U Ability to use database software
1 2 3 4 5 NA U Ability to use electronic mail
1 2 3 4 5 NA U Ability to use graphics software
1 2 3 4 5 NA U Ability to use hardware
1 2 3 4 5 NA U Ability to use multimedia hardware and software
1 2 3 4 5 NA U Ability to use spreadsheet software
1 2 3 4 5 NA U Ability to use the Internet
1 2 3 4 5 NA U Ability to use word processing software
1 2 3 4 5 NA U Awareness of legal and ethical use of computing equipment
1 2 3 4 5 NA U Knowledge of computing technology in an information society

Section V: Employment and Career

Please evaluate how the following components of your professional development have changed as a result of your experience with the School of Business and Entrepreneurship:

Rating Key				
1	2	3	4	5
Not at all				Substantially

1 2 3 4 5 NA U Increased opportunity for promotion
1 2 3 4 5 NA U Increased opportunity for consulting
1 2 3 4 5 NA U Acquired new information
1 2 3 4 5 NA U Financial gain
1 2 3 4 5 NA U Increased professional status
1 2 3 4 5 NA U Social growth and contribution (working as a team member)
1 2 3 4 5 NA U Preparation for future study

How many years of professional work experience did you have before you enrolled at SBE: _____ Years

How closely related is your current job to your academic program at NSU?

____ Highly related
____ Moderately related
____ Slightly related
____ Not at all related
____ I am currently unemployed
____ Unknown or unable to answer

How well did your experiences at NSU prepare you for your current job?

____ Exceptionally well
____ More than adequately
____ Adequately
____ Less than adequately
____ Very poorly
____ Not at all
____ I am currently unemployed
____ Unknown or unable to answer

What is your annual salary from your primary employer?

____ $29,999 or less
____ $30,000 to $39,999
____ $40,000 to $49,999
____ $50,000 to $59,999
____ $60,000 to $69,999
____ $70,000 to $79,999
____ $80,000 to $89,999
____ $90,000 or more
____ Unemployed, looking for work
____ Unemployed, student
____ Unemployed, other

_____

Name of Current Employer

Have you applied to a graduate or professional program since graduating from NSU?

____ Yes
____ No
____ Not Applicable

Have you enrolled in a graduate or professional program since graduating from NSU?

____ Yes
____ No
____ Not Applicable

SECTION VI: COMMENTS AND SUGGESTIONS

Thank you for responding to this survey. Please use the space provided below, or use a separate sheet, to offer comments on your experiences at NSU and suggestions that may help the University provide an improved educational experience for future students.

Name (optional) _____

To offer a rich sense of how the University's graduates feel about their experience at NSU, we very much wish to add a full transcript of your comments to the final report. Although anonymity will be provided to those providing comments, we cannot include unsigned statements.

April 1996

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SOUTHEASTERN
UNIVERSITY

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